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ABSTRACT

Aimed at local program directors, the handbook provides fundamental information, procedures, and strategies regarding the implementation and development of career education programs, K-10, in Ohio. An overview provides information on the purposes, history, administration, and educational components of the Ohio Career Education Program. Chapters include: (1) Budget and Finance, presenting budget categories, State guidelines, forms, and examples; (2) Personnel, discussing standard operating procedures for program directors, career coordinators, and career education aides; (3) Inservice, suggesting that administrators be the first to receive this training; (4) Communication, outlining communication within the school, within the community, with news media, and with other career related programs; (5) Instructional Materials, discussing their development and implementation through local districts, criteria for assessing needs for material, organizational patterns for development, and use of community resources, field observation, alternatives, transportation, and personalized experiences for grades 9-10, educational television, with various related forms; (6) Advisory Committees, suggesting their composition and possible functions; (7) Assessment/Evaluation, focusing on planning considerations; and (8) State Department Policies and Memos, including guidelines for submitting proposals and preparing final reports, and procedures for filing State communications. A program report cover page, budget graph, and assurances regarding grant applications are appended. (LH)

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OHIO'S CAREER CONTINUUM

Program Director's Handbook

Ohio Department of Education
Columbus, Ohio

1975

BEST COPY AVAILABLE

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NATIONAL INSTITUTE OF EDUCATION

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CAREER DEVELOPMENT PROGRAM

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FOREWORD

In all innovations, philosophical, educational or industrial, there are always a few people who stand precariously out in front, as did the lamplighter of old; poking holes in the darkness beyond. Today's career educators are among this group of forward looking individuals.

The concept of career education covers us all. It begins with family life, motivation (K-6), orientation (7-8), exploration (9-10), extends through vocational or adult technical and pre-professional training, to collegiate training and through retraining for career change. Thus, a leader in this field needs to be imaginative, innovative and ambitious. Above all, this leader needs to be practical.

We trust this handbook will be of significant value in assisting directors to reach this goal of practicality, as well as helping them to develop quality instructional programs in career education.

M. W. Essex

Martin W. Essex

Superintendent of Public Instruction

INTRODUCTION

Career education in Ohio is an educational program in tune with real-life needs of students. Although these needs are very real and in many areas well defined, the implementation of a career education program rests on the commitment of each school system. It is imperative that local direction and leadership be sought and used to benefit the educational and business communities, and to insure a more relevant career education program. We believe this director's handbook will provide a fundamental understanding from which a K-10 career education program may be implemented.

The following people have contributed to the development of this handbook: Donald Burch, Mary Anna Elam, Brenda Kallner, Charles Lambert, Clifford Mallett, Richard Markham, Jr.

Byrl R. Shoemaker

Byrl R. Shoemaker

Director
Division of Vocational Education
Ohio Department of Education

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This booklet is presented in looseleaf form for ease of adding or substituting pages as needed for statewide and local use.

PURPOSE

It is the purpose of this handbook to provide information and strategies for local project directors to initiate and maintain a career development program.

DEFINITION

Career education is a program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

In Ohio, the Career Development Program is that part of the total career continuum designated K-10, including career motivation from K-6, career orientation for 7-8, and career exploration from 9-10. These programs prepare the student to make choices for vocational education or preprofessional education in grades 11-12 (or age 16).

THE HISTORY OF OHIO'S CAREER DEVELOPMENT PROGRAM

In the late 1960's, the Ohio Department of Education, and in particular the Division of Vocational Education, recognized the need of career education for the students of Ohio. The Division of Vocational Education took the initiative in gathering funds and stimulating local support for the design and implementation of a career education program.

After several years of exploring separate career education programs for students in grades K-6, 7-8 and 9-10, the division decided to combine all programs in grades K-10, under one umbrella called the Career Development Program. The Ohio Career Development Program began oficially when 20 districts were selected for program implementation

in September, 1972. For the 1972-73 school year, these 20 programs involved 128,769 students in K-10, approximately six percent of Ohio's public school population. The Ohio program was expanded for 1973-74 to 24 school districts. For the 1974-75 school year, 30 programs involved 175,100 students or approximately 10 percent of Ohio's public school enrollment. It is projected that, by 1983, the career development concepts will be integrated into the curriculum for all of Ohio's two million students.

ADMINISTRATION OF OHIO'S CAREER DEVELOPMENT PROGRAM

The Ohio Career Development Program consists of 30 local school sites, each under the supervision of a local program director. The Ohio Division of Vocational Education maintains a Career Development Program staff consisting of an assistant director and three supervisors who are responsible for the overall organization and implementation of the program throughout Ohio.

The state department works with a task force of project directors who have organized all directors into subcommittees which deal with inservice, program support, program guidelines, materials and organizational patterns.

Each committee meets periodically to suggest improvements for the entire Ohio Career Development Program.

OVERVIEW OF CAREER EDUCATION IN OHIO

In Ohio, career education is indeed viewed as a life-long process. The following seven components outline the vastness:

1. A total "Family Life Program" within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

2. A "Career Motivation Program" for all youth in kindergarten through grade six, which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.

3. A "Career Orientation Program" in grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

4. A "Career Exploration Program" in grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain first-hand experiences with several opportunities consistent with individual interests and abilities.

5. An "Occupational Work Adjustment" (OWA) for drop-out prone fourteen and fifteen year olds which uses work as an adjustment process to prove to them they are worth something and to encourage them to stay in school and make wise choices of a vocational program at age sixteen.

6. A "Career Preparation Program" for youth age sixteen and above which includes:

   a. a comprehensive vocational education program at the secondary and post-secondary levels which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment in semiskilled and skilled occupations.

   b. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

   c. an "Occupational Work Experience
   boys and girls sixteen years of age and older to prepare them for employment through a cooperative type program.

   d. a post-secondary technical education program which provides technical knowledge and experiences in preparation for employment in para-professional occupations.

   e. a professional education program which provides the knowledge and experiences for employment in the professions.

7. A "Career Training, Retraining, and Up-grading Program" for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain, and up-grade skills as technology changes and societal and individual needs and desires dictate.

I. BUDGET AND FINANCE

Budget and finance need to be administered with care and planning from the beginning of a fiscal year. Systems need to be provided for accounting and justification of expenditures to implement career education concepts.

The following description and examples are provided to assist in organizing for good fiscal management.

In case of an audit, it is important that good accounting procedures be followed and expenditures be justified, so it is important to determine or be familiar with your school system's methods for purchasing, invoicing, and accounting for personnel and materials. As director of the program, you should be very familiar with the clerk-treasurer's policies and procedures in your school system.

Budget Categories

The budget form as shown in Appendix B breaks down the costs by normal program classifications in relationship to each of the three levels of instruction (K-6, 7-8, 9-10). Items approvable must be unique to the needs of the program and include but are not limited to:

a. Personnel Costs

(1) In-service training salary allowances to teachers at each of the three instructional levels. (If payments to teachers for inservice are not salary allowances, then categories under g. Other.

(2) Salaries for project administrators and coordinators.

b. Fringe Benefits

(1) Retirement, workmen's compensation, health insurance, etc. on salaries above.

c. Travel Costs

(1) Out-of-town travel expenses such as mileage, lodging, and meals for administrative and coordinative personnel.

d. Instuctional Equipment

(1) Only that equipment for career education used in the classroom by and for students may be purchased under this item. Equipment purchases must be cleared by an additional budget request (OVEP-3); no equipment under $25.00 per unit will be approved; each item of equipment will be state inventoried.

e. Supplies

(1) Instructional materials and supplies for program.

(2) Materials and supplies for program administration, coordination, testing and dissemination.

f. Contractual

(1) Subcontracted services for third-party evaluation.

(2) Expenditures for outside duplication, reproduction and other procurement contracts.

g. Other

(1) All direct costs not clearly covered by categories (a) through (f). Examples are:

- non-salary and wage payments to teachers for in-service training and curriculum development.
- expenditures for career development consultants.
- space and equipment rental.
- transportation costs for students at each of the three instructional levels.
- local transportation costs for program administrators and coordinators.
- sustenance and service costs.

All costs must be supplemental and may not supplant present costs. These additional costs may be other than identified above but will have to be submitted for approval of the Division of Vocational Education. In-service training costs may include payment to the teacher. materials, consultants and other identified expenses, but payment cannot be made to program personnel for conducting inservice. Provision for these services should be included in the contractual agreement between the personnel and the local board of education.

Local educational agencies will establish a separate ledger account of funds made available under the Ohio Career Development Program. The separate account will insure that career development funds will not be commingled with state or local funds so as to lose their identity.

Existing counseling costs and/or locally funded in-service activities for career education may be used for the 10 percent overall matching required under present federal exemplary projects in Ohio.

State Guidelines

A. Monies allocated to career development projects are based on a per-pupil allowance as follows:

Motivation (K-6)	$20 per student
Orientation (7-8)	$25 per student
Exploration (9-10)	$30 per student

For example, the Motorex District has three elementary schools, one junior high, grades 7-9, and one senior high, grades 10-12, with an enrollment as shown in the chart below:

	K	1	2	3	4	5	6	7	8	9	10
Selco Elementary	83	95	90	92	89	103	82				
Decinad Elementary	60	75	65	70	80	85	82				
West Elementary	78	82	81	85	79	90	84				
Orient Jr. High								235	229	211	
Exploron Senior High											190
Sub-Totals	221	252	236	247	248	278	248	235	229	211	190

K-6 (1730) 7-8 (464) 9-10 (401)

The maximum allotment which could be requested by the Motorex District is $58,230, obtained as follows:

1730 X 20 = $34,600

464 X 25 = $11,600

401 X 30 = $12,030

Total $58,230

These monies must be spent within the program components for which they are allocated. The Motorex District could spend

$34,600 for its motivation component, $11,600 for its orientation component, and $12,030 for its exploration component. Note: Administrative expenses are covered by some portion of the money from each component.

B. Budget Categories and Forms

1. Budget Categories

Implementation of a career education program may require expenditures for such items as personnel, inservice, supplies, equipment, transportation and evaluation. The following budget categories have been established as indicated on the standard budget form:

a. Personnel Costs

b. Fringe Benefits

c. Travel Costs

d. Instructional Equipment

e. Supplies

f. Contractural

g. Other

Specific types of expenditures to be listed under these seven categories and some examples are given below:

a. Personnel costs include

1) salaries for the director, coordinators, clerical, paraprofessional or other staff directly assigned to the career education program.

2) salary allowances paid to teachers in grades K-10 for participation in inservice training. If payments are non-salary allowances, then they should be listed under g. Other.

Example:

In school district A, there is a standard practice of paying teachers a stipend of $3 per hour for attending workshops

sponsored by outside funded projects. John Darrow attends a workshop on the use of career-related materials for five hours and receives $15. No deductions have been made for retirement or other payroll withholding. This expenditure is a non-salary allowance and should be listed under g. Other.

Example:

In school district B, Mrs. Alexander attends a six-week workshop on the topic, "Career Education - How to Make it Work". She is paid $100 for her participation and receives a check for $78.37, with $21.63 having been deducted for retirement and withholding tax. This is a salary allowance and should be listed under a. Personnel.

b. Fringe benefits on personnel costs include retirement, workmen's compensation, health insurance and the like, on all salaries listed under a. Personnel.

In the second example above, the board's share of the retirement and workmen's compensation would be listed under b. Fringe Benefits.

c. Travel costs include out-of-town expenditure, not to exceed state maximum rate for reimbursement, such as mileage, lodging, and meals for career education administrative and coordinative personnel only.

Example:

The director of career education from Motorex travels to Columbus for a state committee meeting. He has requested a single room at a cost of $19 per day and reports meal expenses of $15.73 for one day. The state Career Education Office pays $16 of his motel bill (double occupancy rate) and reimburses him $9 of his meal costs (the maximum reimbursement allowed by the state is $1.50 for breakfast, $2.50 for lunch, and $5 for dinner). The additional $9.73 is a personal expense of the director and may <u>not</u> be paid from local career education funds.

Example:

Two coordinators from Parma visit the career education program in South-Western District. Their mileage expense of $34.32 (286 miles at $.12 per mile, current state maximum) should be listed under c. Travel.

d. Instructional Equipment:

Only that equipment for career education used in the classroom by and for students may be purchased under this item. Equipment purchases must be cleared by an additional budget request (OVEP-3); no equipment under $25 per unit will be approved; each item of equipment will be state inventoried. Items to be purchased under this category must receive pre-approval from the state Career Education Office. An approved budget request form (OVEP-3) must be received by the district before a purchase order may be issued for any equipment. Equipment purchased with state career education funds will be state inventoried. An identification tag sent to the district by the state must be attached to the equipment.

Example:

Mansfield wishes to purchase a primary typewriter for $247.50 to be used by third grade students for producing a newspaper. This item should be listed under d. Instructional Equipment.

Example:

Cleveland Heights wishes to purchase six aquariums at $21.95 each to use as terrariums in an ecology project. These should be listed under e. Supplies.

Example:

Princeton wishes to purchase an IBM typewriter for its career education office. This item may not be purchased from career education funds.

In general, office equipment must be paid for with local board money, but may be used as part of the 10% matching funds.

e. Supplies include expenditures for

1) instructional materials and supplies for programs.

2) materials and supplies for program administration, coordination, testing and dissemination. Instructional materials and supplies include such items as films, kits, books, lumber, paper, magazine subscriptions, postage and tests. Textbooks and other supplies used in the regular program may not be purchased with career education funds. Examples showing items listed as e. Supplies are given below:

Example:

Dayton purchases grocery items from Fazio Foods to use for a sixth grade food preparation unit.

Example:

Willoughby-Eastlake purchases clasp envelopes and stamps to send information about their career education program to the other projects.

Example:

Minford subscribes to the "Career Education News" as a resource to insure that teachers see business and industry trends in teaching motivation.

f. Contractural items include the following:

1) Subcontracted services for third-party evaluation.

2) Expenditures for outside duplication, reproduction and other procurement contracts.

Example:

Cincinnati City School District contracts with its Division of Research and Evaluation for $3,000 to conduct its third-party evaluation.

Example:

Springfield schools contract with the Center for Vocational Education to perform its third-party evaluation for $2,500.

Example:

Clear Fork contracts with the Minford Superior Printing Company for $795 to produce 200 copies of a community resource guide.

g. Other

This includes such expenses as

1) non-salary and wage payments to teachers for inservice training and curriculum development.

2) expenditures for career education consultants.

3) space and equipment rental.

4) transportation costs for students at each of the three instructional levels.

5) local transportation costs for program administrators and coordinators.

6) sustenance and service costs.

Example:

Cleveland schools conduct inservice workshop at a meeting room outside the school setting which costs $100. The purpose is to provide an opportunity for their staff to become acquainted with business and industry personnel. Food items cannot become a legal expenditure at this meeting.

Example:

South-Western District conducts a two-day workshop on "Making Mathematics Relevant" for the junior high mathematics teachers, using Chuck Allen as a consultant. The consultant's honorarium and expenses, payment to substitute teachers, are all expenses listed under g. Other.

Example:

Scioto-Darby pays each of three social science teachers a $100 non-salary stipend to produce an economics unit to be used by the high school staff. These stipends are listed under g. Other.

Example:

Warren city schools contract with the Warren Transportation Company to provide transportation for students' field trips. This expense is listed under g. Other

It is important to keep financial records according to these seven categories, proposed budgets and revisions, agreements, and the affidavit submitted at the termination of the program must be on the appropriate forms using these categories. Therefore, program directors, business office personnel, and the clerk-treasurer's office should all be familiar with this budget format and should keep their records accordingly.

2. Budget Forms

The following details will be observed in the sample budget form.

a. The totals at the bottom of the column labeled "Career Motivation," "Career Orientation," and "Career Exploration" must not exceed the per pupil allocations times the number of students in each given component.

b. Program administration costs, while listed as a separate category, are spread out over the three component levels. There are no specific guidelines for this distribution, but totals in each column should reflect some reasonable allocation of administrative costs to each component. It should be noted that this procedure provides some degree of flexibility in allocating funds to each of the separate components.

c. It is most important to note that expenses for each component must be paid from allocations for that component. For example, a film purchased for third grade use, a Motivation usage, may not be paid from Orientation money.

A. Agreement Form

Three copies of the agreement must be submitted to the state Career Education Office upon the receipt of the program approval. One signed copy will be returned to the local district indicating approval. One copy is maintained by the career education office. The last copy is filed with the financial officer in the Division of Vocational Education. No payments will be made to the school district until this agreement is approved by the state. Each entry in the agreement represents the total to include the program administration costs.

For example, the $25,000 listed in the row a. Personnel and column K-6 is the total of K-6 personnel costs and the K-6 portion of the project adminsitration costs.

B. Equipment Request Form (OVEP-3)

The completed OVEP-3 form shown above must be submitted and approved prior to issuing a purchase order for the equipment. In the example shown above the equipment requested could have been ordered on or after October 5, 1975.

C. Affidavit

This form is completed and submitted (four copies) to the Division of Vocational Education when the project is closed out and must be approved before the final payment of career education funds may be made to the district. The amounts reported in each space may be made to the district. The amounts reported in each space may exceed by 10% the amount stated in the most recently approved agreement provided the component totals do not exceed their maximum allocations.

The affidavit is due in the state Career Education Office as soon as possible after July 1 and must be documented and consistent with the district financial records in the office of the clerk-treasurer.

Form [illegible]
(6-[illegible])

State Department of Education
DIVISION OF VOCATIONAL EDUCATION
Columbus, OH 43215

Check 1 Only:	Date	Initial
C Projects		
D Projects		
F Projects		
Special Projects:		
102(b)		
Disad E		
Handic H		

AGREEMENT

between the DIVISION OF VOCATIONAL EDUCATION and

_____ IRS _____

Address _____, _____, _____, _____

In consideration of the fact that the DIVISION OF VOCATIONAL EDUCATION agrees to reimburse _____ for its expenditures in the amounts and for the purposes stated in the budget herewith for the year beginning July 1, 19___ and ending June 30, 19___, the _____ hereby agrees to provide special services in _____ for the year 19___-___. Such activities shall be operated in compliance with the assurances, provisions, and standards established for Ohio in the project proposal, and will be subject to the supervision of the DIVISION OF VOCATIONAL EDUCATION.

PROJECT #_____, BUDGET FOR _____ (title)

	CAREER EXPLORATION	CAREER PREPARATION	CAREER [illegible]	TOTALS	10% MATCHING
a. Personnel					
b. Fringe Benefits					
c. Travel					
d. Equipment (submit OVEP 1)					
e. Supplies					
f. Contractual					
h. Other (identify)					
i. Totals					
k. MAXIMUM REIMBURSEMENT CALLED FOR IN THIS AGREEMENT					

(Note: Changes in the above budget exceeding 10% in or out of any category must have prior approval of the project monitor in the DIVISION.)

Upon approval of the AGREEMENT, advance funding of 33% will be made in approximately four weeks provided that fiscal reports for the previous year (if applicable) have been submitted to the DIVISION. A second advance funding of 33% will automatically be made at the end of six months. Reimbursement of the balance, the total of which will not exceed that stated in the budget herewith, will be made at the end of the project upon receipt of a properly executed affidavit showing the actual expenditures during that period, and all necessary reports. Your complete affidavits with the required supporting documents will be submitted within 15 days after program has been completed and no later than July 15.

All payment of funds will be made in accordance with the provisions of Public Law 92-318 and the implementing regulations. Any funds not spent in accordance with the provisions of PL-318 will be returned to the State Department of Education, Division of Vocational Education upon request.

In behalf of _____: Date _____

_____ _____
President, Board of Trustees or Superintendent of Schools

_____ _____
Fiscal Officer, Board of Trustees or Clerk-Treasurer, Board of Education

Approval in behalf of the State DIVISION OF VOCATIONAL EDUCATION:

_____ Date _____
State Director, Vocational Education

Submit in Triplicate

OVEP-3

School District_____ County_____ Date_____

Telephone Number_____ Mailing Address_____

Total Number of School Foundation Vocational Units in School District_____

BUDGET REQUEST FORM - EQUIPMENT

DISTRICT VOCATIONAL PRIORITY INDEX RATING

A = 60%
B = 55%
C = 50%

Check equipment usage:	
Pilot Program	
Area Voc'l School	
New Program	
Existing Program	

Submit requests for each program in each vocational area on separate forms. (Permission granted to locally reproduce form.)

Check Service Area:	
Agriculture	
Business & Office	
Distributive	
Home Economics - Job Training ONLY	
Trade & Industrial	

Vocational Area_____

Program Title_____

(Do NOT include "supplies" or small items with a total cost of less than $25.00)

Note: Substitution of items or increase in quantity of approved items is not allowed after approval of Form OVEP-3.

ITEM NO. (1)	QUAN-TITY (2)	ITEM (3)	TOTAL COST (4)	REIMBURS. REQUESTED (5)	DO NOT USE (6)

21

ITEM NO.	QUAN-TITY	ITEM	TOTAL COST	REIMBURS. REQUESTED	DO NOT USE
		TOTAL EQUIPMENT			

Since the state maintains a continuous equity, it is understood by the local school that all equipment approved for reimbursement must be kept on a yearly inventory record. Approval of Vocational Division must be received prior to disposal of any equipment on which reimbursement is made. If said equipment is no longer used for the purpose for which approved, the State reserves the right to arrange for another school district maintaining an approved vocational course in which the equipment is needed to purchase, at fair market value, the local share of said equipment and to transfer the State's interest in such equipment to such other district. If the said equipment is sold or no longer used for the purposes for which approved, it is agreed that the proportionate share of the value of the equipment at that time will be returned to the State; the value being determined on the basis of the sale price in case of a bona fide sale, or the fair market value in the case of discontinuance of use for a vocational education purpose.

APPROVED BY_____
(Superintendent, Director, Principal)

Items not deleted are approvable. The maximum reimbursement allotted is:

$_____

APPROVED_____ Date_____
(Director of Vocational Education)

RETURN THREE COPIES TO: Frank A. Oliverio, Division of Vocational Education, Room 612, Ohio Departments Building, Columbus, Ohio 43215

Form VE-27
(4-30-75)

SUBMIT FOUR COPIES

State Department of Education
DIVISION OF VOCATIONAL [illegible]
Columbus, OH 43215

Check 1 Only:	Year	Month
C Projects		
D Projects		
F Projects		
Appalachia		
Special Projects:		
ID2(D)		
Disad D		
Handic D		

AFFIDAVIT FOR REIMBURSEMENT

I, _____, do solemnly swear that I am the duly appointed

Fiscal Officer of the _____ _____
(District Code No.) (Name of School District or

_____ of _____ County, Ohio; that as said Fiscal Officer I have paid or will
(Institution)
pay from funds of said institution the following expenses required in organizing and conducting the approved project entitled _____ Project Number: ( )

for the period from _____ to _____; that fiscal records have been maintained in such a manner that receipts and expenditures for this and like projects are separately identified on the books of said institution; that for all items of equipment reported and reimbursed on this program an inventory and depreciation record is being kept and a copy will be submitted to the State Office annually as of June 30; and further agree that if said equipment is no longer used for the purpose for which approved, the State is given the right to arrange for another school district maintaining an approved vocational program in which the equipment is needed to purchase, at fair market value, the local share of said equipment and to transfer the State's interest in such equipment to such other district.

BREAKDOWN OF EXPENDITURES ON THIS PROJECT	CAREER MOTIVATION	CAREER ORIENTATION	CAREER EXPLORATION	TOTALS	10% LOCAL MATCHING
a. Personnel (list over)					
b. Fringe Benefits					
c. Travel					
d. Equipment (see over)					
e. Supplies					
f. Contractual					
h. Other (identify)					
i. Totals					
k. MAXIMUM REIMBURSEMENT REQUESTED					

_____
Signature

Title _____

Mailing Address _____

_____

_____

Clerk-Treas. Phone _____

STATE USE ONLY

Priority _____ % Reimb. _____

Local Share _____

State Share _____

AMOUNT ADVANCED _____

BALANCE DUE _____

Approved reimbursement for $ _____
in accordance with approval

_____
Director of Vocational Education

_____
Date

a. & b. PERSONNEL COSTS ITEMIZATION (add extra pages if necessary):

Name	Title	Direct Costs			State Use
		Salary	Retirement	Other	
In-Service Salaries (no itemization)					
Clerical (no itemization)					
TOTALS forwarded to		a.	b.	b.	

d. EQUIPMENT (Rental or Purchase, whichever applies):
Note: Attach one copy of invoice covering each purchased item listed below. Purchased items will be computerized for future identification and review. Each purchased item must have had approval on an OMB-3 form or similar.

Item No.	Quantity	Item	Type* R	Type* P	Serial Number	Vendor	Net Cost	State Use
TOTAL COST OF EQUIPMENT (forwarded to d.)								

Add additional sheet(s) as necessary

* Check Mark R = Rental
Type: P = Purchase

Specific itemizations for a. Personnel Costs, b. Fringe Benefits, and d. Equipment are included on the back side of the affidavit. Examples are given below.

a. and b. Personnel Costs Itemization - This report details personnel costs listed under the career education program and must agree with the VE-25 personnel forms filed previously with the Career Education Office.

Name	Title	Direct Costs			State Use
		Salary	Retirement	Other	
William Ruel	Director	$16,500.00	$2,070.75	59.91	
Susan Werk	Coordinator	11,776.00	1,477.89	52.81	
Martin S. Porter	Resource Teacher	2,000.00	251.00	15.07	
Rhonda Werle	Resource Teacher	2,000.00	251.00	15.07	
Nick Economocous	Resource Teacher	2,000.00	251.00	15.07	
Inservice salaries itemization)					
Clerical (no-itemization)		6,000.00	750.00	34.11	
TOTALS forwarded to		a-40,276.00	b-5,011.64	b-6,192.04	

d. EQUIPMENT (Rental or Purchase, whichever applies):

Note: Attach one copy of invoice covering each purchased item listed below. Purchased items will be computerized for future identification and review. Each purchased item must have had approval on an OVEP-3 form or similar.

Item No.	Quantity	Item	Type* R	Type* P	Serial Number	Vendor	Net Cost	State Use
	1	Primary Typewriter		x	B 60715	Ohio Office Equipment	$247.50	
	1	Green house		x	N/A	Pease	117.99	
	2	Sound Strip Projector		x	x 5638 x5637	Rumvan A/V	506.02	
	6	Desk Calculators		x	137256 - 137261	Calculator sales	383.76	
	2	Button Makers		x	N/A	Singer Supplies	75.00	
	1	Braille Writer		x	A 3051 ZW	Specialties Supply	300.72	
TOTAL COST OF EQUIPMENT (forwarded to d.)							$1,692.99	

Equipment Request (OVEP-3)

The completed OVEP-3 form shown above must be submitted and approved prior to issuing a purchase order for the equipment.

In the example shown, the equipment requested could have been ordered on or after October 5, 1975.

In the preceding sample affidavit form, several specific entries require explanation:

1. The orientation coordinator actually spent $123.52 on travel. Since this exceeds the budgeted amount by more than 10%, only $110 may be paid from career education funds. The remaining $13.52 must be reported as a local board expense.
2. Motivation supplies cost a total of $2,253. The maximum allowable amount to report is $2,200, and the difference is a local board expense.
3. Other expenses for Orientation totaled $1,051, which is within the allowable 10% variance. The total amount may therefore be reported on the affidavit.
4. Note that the maximum allocation for Exploration is $12,030 but the reported total expenditure is $12,185.77. The maximum reimbursement requested is calculated using $12,030 and the difference must be born as a local board expense.
5. Budget revisions - If budget plans require a change in excess of 10% of the agreement budget category of a component, a request for budget revision must be made to the Career Development Office. The request must include a justification of the required change, portions of the itemized budget to be changed, and a revised agreement. Budget revisions may be made mid-year and by April 1, 1976.

II. PERSONNEL

Three levels of personnel are involved in the career education programs in Ohio. The total program is designed to assist teaching and counseling staff in making the conversion to career education. Personnel are usually identified and listed in each of the career education components, with their duties for coordination and administration of the program delineated.

1. Directors and coordinators of the programs shall meet the standards for certification at the curriculum levels they will be coordinating (K-6, 7-8, 9-10) and shall be qualified for and have experience in vocational education, vocational guidance, industrial arts, or other educational fields. They must have documented qualifications that include a background of work experiences outside of education.
2. Nonprofessional staff members such as clerical personnel and teacher aides who are directly involved in the Career Education Program comprise the second level of budgeted personnel.
3. Off-campus personnel in business and industry who might be involved in field trips, on-the-job supervision, and coordination of orientation and exploration activities in business would make up the third level.

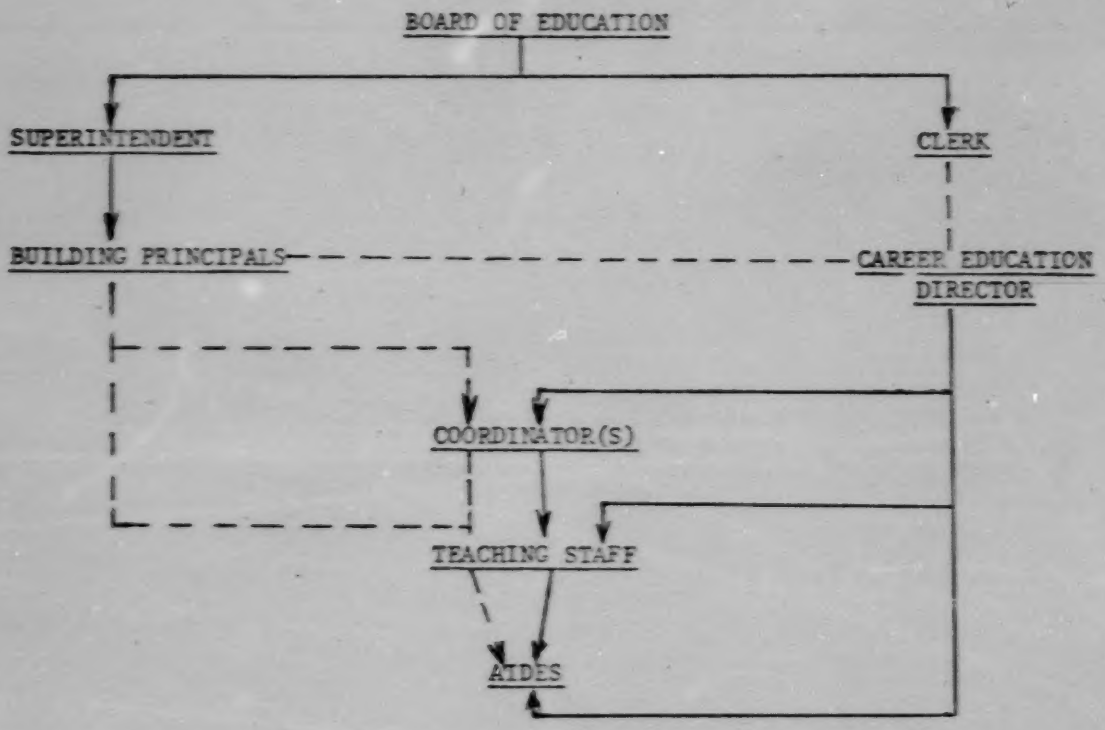
The projects around the state have various ways of organizing their career education staff. The program will be under the administration of a program director. This person must have direct administrative input and control and be able to move across the curriculum levels freely within the existing structure. The director should be employed on a full-time

basis and should have no other administrative responsibilities. Districts may employ one or more component coordinators, depending on needs and budget. The most favorable staffing pattern may be a full-time coordinator for each component. Half-time or part-time coordination may not allow sufficient time to perform expected duties. It is expected that in smaller systems this may be a prorated or shared cost. Program administrators will be required to attend various state department sponsored meetings throughout the year, and planning for this should be made accordingly. Examples of required meetings would be task force meetings, subcommittee meetings and council meetings. This is a part of the director's responsibility, and as such should be incorporated into the proposal. These activities will comprise approximately one-fifth of the director's time.

In some instances, a coordinator has the responsibility for one of the three components. In others, the coordinators are given responsibility by buildings. If a coordinator is contracted for part-time career education duties, the time he is released from the classroom might be one day a week, one day every other week, or half days.

Coordinators receive either an additional amount of money for their services or released time from the classroom. Career education funds pay for the substitutes if the coordinator is released from the classroom for state or local career education duties beyond the normal amount of released time.

A sample administrative chart is provided below for your information (adapted in part from Carlisle Local Schools).



The programs will vary in the selection of staff. In some projects, the selection is left entirely up to the career education director. In others, the administrators select the personnel for the program following the regular application, interview, and contract process. There are also combinations of this in which administrators select personnel but leave final selection up to the director. Some systems require posting of new positions which are open. The procedure in hiring you use will be influenced by local policy.

Inasmuch as the coordinators will work largely with teaching staff members, their selection should include consideration of personal characteristics (e.g. getting along well with colleagues, ability to exercise tact and good judgment in interpersonal relationships, ability to influence others constructively, optimism, energy and tolerance of diverse opinions).

Sample job descriptions for program director, coordinator and aide are provided below for your information (adapted from Mad River-Green Local School District.

STANDARD OPERATING PROCEDURES FOR CAREER EDUCATION DIRECTOR

General

1. Study the field of career education.
2. Help set policy for program.
3. Oversee preparation of relationships of school studies to job requirements.
4. Meet with teachers to discuss their curriculum plans and to help integrate occupational motivation and career education concepts into the curriculum.
5. Keep the superintendent and his assistants informed of plans and all matters pertaining to the program.
6. Prepare forms to facilitate program.

Curriculum Development

1. Supervise recording of happenings with classrooms, teachers and public. Write anecdotal records of any outstanding or critical occurrences.
2. Keep a file of occupational materials for use in program and prepare lists for teachers.
3. Search for curriculum materials related to careers. Revise materials to fit grade levels. Disseminate information to staff.
4. Keep a master file of all materials utilized in the program.

5. Develop and conduct inservice programs for staff to help in incorporation of career education into curriculum.

6. Collect curriculum materials which can be used in guides for staff members.

7. Visit classes to see how career education is being incorporated and offer suggestions to help make the job of the teacher easier. Work with assistant superintendent in charge of instruction in correcting any problems that might arise.

Trips, Speakers

1. Supervise arrangements for speakers and trips.

2. Provide parental consent forms for field trips.

3. Provide bulletins, magazines, slides and articles for students, parents, teachers and citizens.

4. Prepare school assemblies and programs related to career education.

5. Assemble evaluations on trips, speakers and programs, and prepare lists for teachers' use.

6. See that thank yous are extended to speakers, sponsors of field trips and citizens who assist in phases of the program.

7. Make contact with businesses to arrange field trips, resource speakers and materials to be used in the career program.

8. Contact businesses, schools, individuals and institutions to set up "hands-on" experiences for ninth and tenth grade students.

Public Relations

1. Provide articles for local papers or board of education reports on activities of career education.

2. Periodically check with principals, coordinators and teachers on progress of evaluation of the program.

3. Meet with advisory groups to discuss and make recommendations for improvement and evaluation of program.

4. Determine suitability and effectiveness of field trips.

5. Prepare quarterly reports and final report on progress of program.

6. Work with third-party evaluator on over-all evaluation of the program.

7. Direct preparations and administration of tests and other devices which will aid in evaluation of the program.

Other Duties

1. Study long-range occupational market.

2. Secure suggestions relative to acceptability of field trips, speakers and curriculum materials.

3. Search catalogs for new materials which fit the objectives of the program.

4. Serve as resource person for curriculum committees.

5. Attend exhibits and meetings that will aid the program.

6. Develop inservice programs.

7. Arrange to speak at civic clubs or other meetings.

8. Attend local and other professional meetings.

9. Aid coordinators with their work.

10. Maintain an up-to-date professional library.

11. Hold career education staff meetings on a regular basis to coordinate program.

12. Work woth clerk in keeping financial records of the program.

13. Work with supervisor of transportation in planning field trips and keeping records of trips.

14. Requisition and inventory materials used in career program.

15. Maintain records which will be useful in evaluations of the program. Include financial records, picture records, report records.

16. Perform any other duties related to program or assigned by the superintendent.

STANDARD OPERATING PROCEDURES FOR CAREER COORDINATOR

General

1. Study the field of career education.

2. Help set up policy for program.

3. Prepare relationships of school studies to job requirements.

4. Meet with teachers to discuss their curriculum plans and to help integrate career education concepts into the curriculum.

5. Keep the project director informed of plans and all matters pertaining to the program.

6. Prepare forms to facilitate program.

Curriculum Development

1. Keep a log of all happenings with classrooms, teachers and public. Write anecdotal record of any outstanding or critical occurrences.

2. Keep personal file of occupational materials for school use.

3. Search for curriculum materials related to occupations. Revise materials to fit grade level.

4. Assist children in their special questions on occupations.

5. Assist in preparing occupational lists which apply to unit of study.

6. Assist in preparing or securing occupational briefs to fit student needs and school instruction.

7. Keep a master file of all materials utilized in the program.

Trips, Speakers

1. Supervise arrangements for speakers and trips.

2. Arrange for parental consent for field trips.

3. Assist in preparing school bulletin boards.

4. Provide bulletins, magazines, slides and articles for students, parents and teachers.

5. Prepare school assemblies related to career education.

6. Assure class coverage.

P.R. Program

1. Conduct teacher and parent conferences related to career activities.

2. Supply articles for local papers or board of education reports to director.

3. Make occasional surveys for possible field trips.

4. Speak at PTA meetings to keep parents informed.

Evalutions

1. Talk with teachers and students to get pulse of career development.

2. Periodically check with principal or at teacher meetings the progress on evaluation of program.

3 Meet with parents or advisory groups to discuss and make recommendations for improvement and evaluation of program.

4. Evaluate effectiveness of field trips and recommend grade level. (Teachers complete field trip evaluation report).

5. Make a periodic report on progress of program.

6. Assist in preparing the progress reports of the program in assigned schools.

7. Prepare and administer tests and other devices which will aid in evaluation of the program.

Other Duties

1. Know long-range occupational market.

2. Serve as member in civic clubs to participate on educational committee.

3. Secure suggestions relative to acceptability of field trips, speakers and curriculum materials.

4. Frequently look through catalogs for new materials.

5. Serve as member of curriculum committees.

6. Attend exhibits and meetings that will aid the program.

7. Help in developing inservice programs.

8. Arrange to speak at civic clubs or other meetings.

9. Attend local and other professional meetings.

10. Maintain up-to-date professional library.

11. Enroll in inservice courses related to the world of work. (Optional)

12. Aid fellow coordinators with their work.

13. Join state and local, vocational and professional organizations.

14. Perform any other duties related to the program.

STANDARD OPERATING PROCEDURES FOR CAREER EDUCATION AIDES

1. Work with director, building principal and coordinator and perform duties as assigned.

2. Compile records and forms relating to career education.

3. Assist in preparing school bulletin boards on career education topics.

4. Work with teachers in collecting and filing parental consent forms for field trips.

5. Take pictures of career education activities and compile photographic record.

6. Receive requests from teachers for trips, speakers, films, filmstrips.

7. Make all necessary arrangements for trips, speakers, films, filmstrips. File proper forms and evaluations. Keep teachers, coordinator and director informed.

8. Supply director or coordinator with pictures and articles for newspaper articles or board of education reports.

9. Supply information for local or state reports to coordinator and/or director.

10. Keep record of materials in building which are being used in career program.

11. Help teachers develop and maintain a library of materials for use in career program.

12. Provide services for teachers: type, set up trips, contact resource people, schedule films and filmstrips. Perform any other duties relating to career education.

13. Help in classrooms, with programs and assemblies, or on field trips as needed.

14. Perform any other duties relating to career education as assigned.

III. INSERVICE

Administrators should be the first to receive inservice. Principals, who are responsible for all activities within their building, should have a thorough understanding of the philosophy, the total program overview, and probable building activities in career education. The professional staff should then be oriented on the same items and, in addition, given concrete curriculum, plus being shown many "how to" examples for specific grades and subject matter areas. Nonprofessional (aides, secretaries, cooks, custodians and bus drivers) staffs should have inservice which would provide an overview of their role in carrying out these program objectives. The fourth group needing inservice is the advisory committee. It is important that the advisory committee know the philosophy and be well aware of the kind of assistance that is possible for them to provide.

IV. COMMUNICATION

The career education program is designed to strengthen the existing curriculum of the school system. It calls for an expansion of field experiences into the community and use of life-related resource materials, study units, and special projects within the classroom. Therefore, a well designed school-community communication system is required. This system includes the involvement of the community as well as all students and school personnel. A good communication design is the avenue to systematic organization of school activities and community participation.

In each school district there is an organizational pattern which the career education director must know. The director may be the only person who has the full responsibility for being in contact with all school staff members and community resources.

I. Communications with individuals and organizations

A. Within the school

The director must maintain an open line of communication with all school personnel. Regular meetings need to be held with the administrators, the counselors, the teachers, and supportive staff members. Communications may also be accomplished through the use of newsletters.

The director must insure that the coordinators maintain open communication with their teachers. The coordinators need to visit all classrooms and report the activities so that the

director will have information for media releases. This direct communication will assist in the needs assessment and evaluation of the total program.

Persons with whom the director may need to communicate regularly would be

Personnel	Example of Purpose
Superintendent	Program implementation or changes
Clerk of board	Budget concerns
Assistant superintendent	Personnel concerns/curriculum
Business manager	Purchasing/noncertified personnel
Principals	Implementation/scheduling building activities
Transportation director	Transportation of field trips and equipment

B. Within the Community

The director needs to maintain open two-way communication with the community. Not only must the community be kept aware of school activities, but the school needs to be informed about community views, values and needs.

Community advisory councils, made up of people representing different facets of the community, should play a major role in establishing their communications link. More information about these advisory committees is included in the section of this handbook labeled "Advisory Committees."

Examples of community agencies with whom the director may need to communicate regularly would be

Service organizations	Rotary/Lions
Professional organizations	AFT/OEA
Parents	Resource speakers/Chaperones
Business and industry	Lazarus/Ohio Bell/General Motors
Other schools	Parochial/JVS/Neighboring districts
Universities	State and private
Government agencies	Legislature and Social Security Office

Communication should be established with Chambers of Commerce, Service Organizations, businesses and industries, local, state and national governmental agencies and educational organizations. The director should initiate contact with influential leaders to request the opportunity to inform their organizations or groups about career education.

He may wish to utilize such resources as transparencies, a video presentation or a teacher-student demonstration of classroom activities or the film "Career Education in Ohio." The director should distribute newsletters and brochures to all organizations. The director should invite different groups or individuals to tour the school, visit classrooms, serve as resource speakers, speak at teachers' meetings, or serve as demonstrators in a career fair.

Regardless of the method of communication used, the main idea is to transmit and receive information on an ongoing basis.

C. With news media

The director of a career education program cannot afford to overlook the power of the media. Newspaper articles, radio or TV programs which are concerned with the goals of the program and classroom activities serve to keep the public informed. The media should be informed when someone of political or community importance is attending or participating in a school activity. The partipants should be informed that coverage of their attendance at school will be provided.

All directors must attend state department-sponsored meetings such as council meetings, task force, subcommittee meetings and directors' meetings.

In addition to attending meetings, the directors should be in contact with intrastate groups and share brochures, newsletters, and copies of curriculum materials with directors of other career programs within the state. Other inquiries, intrastate or interstate, should be dealt with on a cost recovery basis. Directors should communicate with the state Career Education Office for program assistance and keep them informed of the current activities within the program.

D. With other career-related programs

1. Intrastate

a. Local districts

Private schools

b. Regional councils

c. Task force

Subcommittees

d. Colleges and universities

e. State department

f. Professional organization

2. Interstate

a. Professional organization

b. U.S. Office of Education, Office of Career Education

c. Out-of-state inquiries

V. INSTRUCTIONAL MATERIALS

Instructional materials are resources for learning. In the Ohio Career Education Program, the planned and recorded career-oriented learning experiences in which students participate are broadly classified as "instructional materials." They include reading and nonreading materials, field observations, work experiences both within and outside the classroom setting, and participation by community members as guest teachers who are willing to share their expertise with students.

The effectiveness of the materials is determined by the extent to which they assist the learner in achieving the goals of career education. Instructional materials become resources for learning when they focus on the learner, stimulating the growth of ideas and concepts which will enable the learner to make intelligent judgments in his daily life.

The information on the following pages is a compilation of the methods and techniques that have proven effective in the development of learning experiences in school districts participating in the Ohio Career Education Program.

Instructional Materials Produced by Local Districts

The goals and methodology of career education represent educational reform. Effective change must focus on both the individual and the classroom. The development of instructional materials can add to the frustration unless the need for additional instructional material is carefully assessed and the purpose of the materials is clearly identified.

Criteria For Identifying Needs

Many criteria may be used to assess needs. They range from the observations made by a sensitive, humanistic teacher to computer data. For the purpose of developing effective instructional materials, four basic criteria can serve as guidelines. These are as follows:

1. The material will assist students in achieving the goals of the Ohio Career Education Program.
2. The material will be relevant to the needs of the students for whom it is planned.
3. The material can be integrated into the school subjects for which it is intended.
4. The learning experiences are appropriate for the component (Motivation, Orientation, Exploration) for which they are devised.

There is no single approach or body of content that will meet the needs of all students in all schools. Assessing the needs for instructional materials should be a combined effort of the career staff, teachers, building principals, curriculum supervisors, guidance counselors and members of advisory committees.

Organizational Patterns for Materials Development

School districts have found the following methods to be effective:

1. Released time for teachers to develop instructional materials is provided. Teachers are not compensated for their work. Substitutes are provided for their classes. It should be noted that this procedure may not be workable in all school districts. Local school district policy would be the determining factor.
2. Evening and week-end workshops at nonschool sites have proven productive. If full expenses, including overnight lodging and service and subsistance costs,are paid by the district or the career education program, further compensation is usually not provided.

3. Summer workshops of a week's duration, or longer, are conducted for more extensive development of materials. In initiating a career program, or when participating teachers are new to the system, workshops of this nature may provide greater opportunity for the development of well informed, knowledgeable key teachers at each grade level or in each discipline. Teachers are generally compensated for participation in summer workshops. Graduate credit may be arranged with linking teacher educating colleges or universities.

4. Graduate seminars for the development of career-oriented materials can be arranged. Teachers are generally willing to pay tuition and fees for graduate courses.

   In addition to writing curriculum materials, teachers may develop procedures for audio visual presentations, bulletin boards, class visitations, discussion techniques, field trips, home visitations, parent conferences and parent materials.

5. Mini-Grants may be awarded for acceptable career education instructional materials. A sample of the mini-grant approach is included on the following pages.

MINI-GRANT APPLICATION
for

WRITTEN CAREER EDUCATION UNIT

(Condensed)

NAME _____ PHONE _____

ADDRESS _____

SCHOOL _____ SUBJECT AND GRADE LEVEL _____

UNIT TOPIC _____

DESCRIPTION OF UNIT _____

PURPOSE _____

METHOD _____

MATERIALS NEEDED TO IMPLEMENT UNIT _____

Check the Developmental Area to which it will apply.

_____ Economics
_____ Education and Training
_____ Employability and Work Adjustment Skills
_____ Individual and Environment
_____ Self
_____ World of Work

List those subject areas to be developed

_____
_____
_____
_____
_____
_____

Date of Application _____

Name of teacher who will test the unit _____
Projected completion date _____
Signature of Applicant _____

___ Approved ____ Disapproved

_____
(Director of Career Education)

Comment _____

MINI-GRANT REIMBURSEMENT FORM

UNIT DEVELOPER _____ DATE _____

SOCIAL SECURITY NUMBER _____ GRADE LEVEL _____

TYPE OF UNIT DEVELOPED _____

AMOUNT DUE FOR WRITING $_____

AMOUNT DUE IF LOCALLY PUBLISHED $_____

SIGNATURE _____

ACCOUNT CODE _____

APPROVED _____
(Director of Career Education)

****

MINI-GRANT REIMBURSEMENT FORM FOR TESTING A UNIT

DEVELOPED CAREER EDUCATION UNIT

UNIT TESTER _____ DATE _____

SOCIAL SECURITY NUMBER _____ GRADE LEVEL _____

TITLE OF UNIT TESTED _____

DEVELOPED AND WRITTEN BY _____

AMOUNT DUE $_____

SIGNATURE _____

1. Recommendations regarding practicality of unit: _____

_____

2. Suggestions for effective implementation: _____

_____

3. Phases that need additional development: _____

_____

4. Other comments: _____

_____

Evaluation forms for both locally developed and commercial materials are included in this section.

CAREER LESSON EVALUATION

Please use this form to evaluate the lesson(s) in the career component (Motivation, Orientation, Exploration) guide which you have used in one or more of your classes.

Teacher _____ Subject Area _____

Number of Students _____ Grade Level _____

Title of Lesson _____ Page in Guide _____

	Superior	Good	Fair	Poor
Teacher response to lesson				
Student response to lesson				

In how many classes did you use this lesson? _____

Which of the listed activities, if any, did you omit? _____

_____

What activities, if any, did you add? _____

_____

_____

Will you use this lesson again? _____

If not, why? _____

If so, what may you do differently? _____

Additional comments and suggestions:

OHIO CAREER DEVELOPMENT PROJECT

CURRICULUM MATERIALS SCREENING INSTRUMENT

		Low				High
1.	Incorporation of the concepts of the Career Development Program.	1	2	3	4	5
2.	Statement of developmental objectives	1	2	3	4	5
3.	Statement of behavioral objectives.	1	2	3	4	5
4.	Relationship between developmental and behavioral ojectives.	1	2	3	4	5
5.	Relationship between objectives and activities.	1	2	3	4	5
6.	Cognitive learning experiences.	1	2	3	4	5
7.	Affective learning experiences.	1	2	3	4	5
8.	Psychomotor learning experiences.	1	2	3	4	5
9.	Integration of subject areas and careers.	1	2	3	4	5
10.	Listing of resources	1	2	3	4	5
11.	Appropriateness of resources.	1	2	3	4	5
12.	Evaluation techniques.	1	2	3	4	5
13.	Overall usability: teacher	1	2	3	4	5
14.	Overall usability: student	1	2	3	4	5

FILM EVALUATION

Title _____

Series Title _____ Copyright _____

Producer _____ Distributor _____

Length _____ B & W Price _____ Color Price _____

_____

_____

1. Check the principal use(s):

_____ Provides factual information

_____ Introduces topic or problem

_____ Other

_____ Culminating activity

_____ Develops desirable attitudes

2. List curriculum subject areas or units for which the film could be used:

_____

3. Circle grade levels for which film is appropriate: K 1 2 3 4 5 6 7 8 9 10 11 12 Inservice Parent Education

4. Will film become dated in the near future? Yes _____ No _____

5. Circle the number which best indicates how you rate the film:

	Inferior			Excellent
A. Correlation to curriculum	1	2	3	4
B. Authenticity	1	2	3	4
C. Appropriateness	1	2	3	4
D. Interest	1	2	3	4
E. Scope	1	2	3	4
F. Sound	1	2	3	4
G. Photography	1	2	3	4
H. Users' guides	1	2	3	4

6. Overall rating:

_____ Not worthwhile; no further consideration warranted.

_____ Acceptable; but not good enough to consider further; or insufficient need for film at present time.

_____ Suspend judgment; need to view more films on same topic

_____ Nominate for further consideration by operations committee.

7. Comments: _____

_____

Name of Evaluator _____ School _____

Date of Evaluation _____ Position _____

AUDIO VISUAL TEACHING MATERIALS EVALUATION FORM

Type: ( ) 16mm sound ( ) b/w DATE EVALUATED _____

( ) 16mm silent ( ) color EVALUATED BY _____

( ) 35mm filmstrips ___ Length CONTINUED _____

( ) Other _____ Cost SCHOOL ADDRESS _____

TITLE _____

PRODUCER _____

_____

_____

1. CORRELATION WITH CURRICULUM	Good	Fair	Poor
2. AUTHENTICITY AND ACCURACY	Accurate	Generally True	Misleading
3. ORGANIZATION (Does it tell the story simply and effectively?)	Well organized	Fair	Poorly organized
4. IS IT IMPORTANT? (Does it make a significant contribution to learning?)	Very important	Some	Not important
5. DOES IT EFFECTIVELY DEVELOP CERTAIN CONCEPTS THAT ARE DIFFICULT TO GET ACROSS IN OTHER WAYS?	Very effective	Uncertain	Other methods better
6. ARE THE PICTURES GOOD, CLEAR, EFFECTIVE?	Good	Fair	Poor
7. IS THE SOUND GOOD?	Good	Fair	Poor

8. IN WHAT SUBJECT AREAS WOULD YOU RECOMMEND USE OF THIS MATERIAL? _____

9. CHECK THE APPROPRIATE GRADE LEVELS FOR WHICH MATERIAL IS ADAPTED. DOUBLE CHECK FOR MOST APPROPRIATE GRADE LEVEL:

Primary _____ Elementary _____ Junior High _____

Senior High _____ College _____ Adult _____

10. CHECK PURCHASE RECOMMENDATION: BASIC _____
SUPPLEMENTARY _____ DISAPPROVED _____

11. COMMENTS:

EVALUATION CHECKLIST FOR CAREER EDUCATION INSTRUCTIONAL MATERIALS

Title:	**Producer/Publisher:**
Type of material:	**Date produced/published:**
Subject:	**Intended grade level:**
Purchase price:	**Rental fee:**
Name of evaluator:	**Date evaluated:**

Criteria	Value (Low 1 2 3 4 5 High)
CAREER EDUCATION AUTHENTICITY	
1. Career material factually accurate	1 2 3 4 5
2. Career material up-to-date	1 2 3 4 5
CAREER EDUCATION APPROPRIATENESS	
3. Promotes general aims of Ohio Career Development Project	1 2 3 4 5
4. Suitable for level of instruction intended	1 2 3 4 5
5. Basic to curriculum	1 2 3 4 5
6. Supplemental to curriculum	1 2 3 4 5
7. Provides needed new directions or dimension to existing materials	1 2 3 4 5
8. Material suitable for level other than designated level (state other level _____.)	1 2 3 4 5
9. User's guide compatible with aims of Ohio Career Development	1 2 3 4 5
CAREER EDUCATION INTEREST	
10. Material will catch and hold interest	1 2 3 4 5
11. Stimulates curiousity	1 2 3 4 5
12. Raises credible problems that would appeal to intended users.	1 2 3 4 5
ORGANIZATION AND BALANCE	
13. Principles of learning followed (e.g., reinforcement, transfer, application)	1 2 3 4 5
14. Material presented logically and clearly	1 2 3 4 5
15. Material achieves its purpose	1 2 3 4 5
16. Data presented are useful	1 2 3 4 5
17. Material presented imaginatively	1 2 3 4 5
18. Multi-ethnic representation	1 2 3 4 5
TECHNICAL QUALITY	
19. Quality of narration or dialogue	1 2 3 4 5
20. Visual image satisfactory	1 2 3 4 5
21. Sound clear and intelligible	1 2 3 4 5
22. Color effectively used	1 2 3 4 5
COST	
23. Considering the relative costs of satisfactory substitutes, the cost of the material is justified	1 2 3 4 5

CAREER EDUCATION RECOMMENDATIONS (Check one)

Highest Priority	_____	Marginal	_____
High Priority	_____	Unsuitable	_____
Valuable	_____		

Explain the application of this material to career education. Do not use the publisher's recommendations.

Community Resources

Of all the many instructional aids available, community resources represent one of the most important. This resource has not been adequately utilized by many educators.

Community involvement should be a component of every student's program. It is felt that working relationships with business, industry, and professions need to be developed and coordinated. Educators need to provide the opportunity for teachers and students to visit a variety of industries, talk with people who earn their livelihood outside the school setting, and provide informal on-site work experiences for the ninth and tenth grade students.

An educational field observation is a cooperative venture for the student and teacher. Proper planning, making the arrangements, reading, research, discussing what the class can expect to see prior to the trip, and the follow-up activities are the keys to making the trip a meaningful educational experience.

The information can be recorded on a simple form, like the one shown on the following page, and stored in a loose-leaf notebook.

Requesting services:

An important part in planning a field trip is making the preliminary arrangements with the director of the facility. Most employers are interested in children and what the schools are attempting to do for them. Thus, they are usually willing to

accommodate students. Occasionally, however, an employer finds it impossible or inconvenient to accept visitors.

The following forms are presented as examples of forms that the teacher might submit to the building principal or career director prior to a field observation:

1) Field observations application
2) Parent permission
3) Request for transportation
4) Request for substitute service, or to attend professional meeting

Pre-planning with participants

A field observation is more meaningful if the student is prepared for what he or she is going to see and what relationship this experience has to the curriculum involved.

In making the contact with a proposed field observation site, the teacher may find that the place to be visited may have an orientation procedure available in the form of a film, slide set, questionnaire, or resource person. Where an orientation procedure is not available, a career development staff member or some other school staff member with photographic expertise may request permission to photograph the site in advance of the student tour.

Conducting the Field Observation

Although the benefit students derive from field observations is basically determined in pre-planning, there are certain guides which will help insure a successful experience.

Group size will depend upon the nature of the trip and objectives to be accomplished. Usually smaller groups (five-ten) result in greater depth of understanding. This approach also facilitates excellent post-tour activities; the student participants develop and employ strategies to communicate their findings to the remainder of the class.

Additional adult leadership may be required if smaller groups are used. Career coordinators, aides, counselors and other professional people may be available to meet this need.

Simply instructing students to look for particular things is seldom satisfactory. A work sheet to be completed by the student combining curriculum with career education areas has been successfully used. Many variations may be utilized. Providing a student with a simple camera, interview sheets, questionnaires, will probably cause students to focus on pre-established goals and also provide material for post-tour class activities.

In all cases, safety factors must be taken into consideration.

CAREER EDUCATION
FIELD TRIP APPLICATION

Destination _____

Address _____

Teacher _____ School _____ Grade _____

Purpose of Trip _____

How does this trip correlate with the objectives of your career education program?

_____

_____

_____

What preparations have you made with your class for this trip? _____

_____

_____

Teacher Check Off:	Aide Check Off:
Parental consent form on file ____	Bus Supervisor Notified _____
Date of Trip _____	Bus Number _____
Time of Departure _____	Bus Driver(s) _____
Time of Return _____	_____
Number of Students _____	Contact with Firm _____
Number of Parents _____	Contact Person _____
	Phone Number _____
Names of Parents _____	
_____	Final Arrangements _____ Form to Teachers
Number of Teachers _____	Bus Form To Supervisor _____

RETURN TO CAREER EDUCATION AIDE

EVALUATION
OF
FIELD TRIP

Destination _____

Address _____ Date of Trip _____

Teacher _____ School _____ Grade _____

Did the trip meet the objectives you had set? _____

_____

Did the trip tie in well with your classroom work? _____

_____

List the post-trip activities used in your class. _____

_____

_____

Would you recommend this trip for others? _____

If not, why? _____

_____

Other comments _____

_____

_____

****

Teacher Check Off:

Thank you letter sent _____

Aide Check Off:

Follow-up letter sent _____

Bus mileage & hours recorded _____

Evaluation copy sent to board office ___

Evaluation filed in school record _____

RETURN TO CAREER EDUCATION AIDE

Follow-up Activities

Thank you notes written by students should be sent to the observation sites immediately following the experience. Certificates of appreciation can also be used. Both of these techniques are important in establishing good public relations between schools and community.

Evaluation techniques could include questionnaires regarding specifics about the tour, student discussion, role playing, simulations, and projects and displays developed by the students.

Alternatives

Conference phone

Use of the conference phone is an effective way to bring the outside world into the classroom. Not only does this technique permit interaction between students and the designated resource person, but it also fosters much pre-post planning that integrates well into all curriculum areas.

Jacks must be installed at individual schools to make use of the phone. The phone is portable and can be used by a number of schools on a rotating schedule. While students and staff in one school are using the phone, students in another school could be writing letters to prospective resource persons identifying topics of discussion and pinpointing career ramifications.

Video tape

This is another technique that will enlarge classroom experiences for students and staff. Video tapes can be made in school and

the community to zero in on career education objectives. Students and staff can take a part in pre-planning and total organization of events. Equipment is expensive, so it is important to justify use before purchase. Other factors to consider are staff operation of video tape equipment, storage and pre-planning.

Prepared films

Many schools have found that preparing films for students' use is rewarding and productive. Also, films that are loaned or rented through a variety of agencies can bring real meaning to career objectives. However, purchase of prepared films can be costly and quickly grow "out-of-date" for some reason or another.

Resource persons

Resource persons speaking and relating to students and staff in the classroom have proven to be a valuable activity. Students and staff can plan together in providing speakers who can relate both to career objectives and existing curriculum areas. Many school systems have developed resource "speakers lists" that denote speakers' subject area, time available, and appropriate grade level.

Slide presentations

This activity is useful in all classrooms whether developed locally or purchased commercially. Recording a tape to go along with a slide presentation can also be useful. Care should be taken to insure proper storage, and to inform staff as to availability and slide content.

Transportation Methods

Most cities, communities or school districts have some sort of bus transportation that can be used by career education personnel. Size of buses, costs and availability should be investigated thoroughly by each district.

Requisitions

To insure a smooth-flowing, efficient procurement system for buses, an adequate communication system should be understood and used by all personnel. Requisition forms should include objectives of the trip, number of students and staff going, field person contacted, and time and date of the trip.

Billing

An adequate record and billing system must be in operation to insure administrative control. Check your local board of education and bus company policies regarding their billing procedures.

Mini-Buses

Mini-buses can add flexibility to the field experience. Buses usually hold 12-15 students. Mini-buses are usually leased for a year at a time. Rental rates may differ widely.

Insurance coverage can usually be obtained through existing policies covering board of education vehicles.

Vehicles used to transport more than eight students must be equipped as a school bus and be operated by a driver with a certified chauffeur's license for operating school buses.

FIELD TRIP FACT SHEET

1. Organization _____
2. Address _____
3. Contact person _____ Telephone _____
4. General description of activity to be observed: _____

   _____

   _____
5. Occupation, careers or jobs which can be explained:

   _____ _____ _____

   _____ _____ _____
6. Representative, visual aids, materials available for pre-tour or post-tour activities: _____

   _____

   _____
7. Safety precautions suggested for this tour: _____

   _____
8. Tour specifics:
   a) Advance notice _____
   b) Time of tour: From _____ To _____
   c) Length _____
   d) Cameras or recorders: Yes ___ No ___
   e) Recommended grade level _____
   f) No. of students: Min. ___ Max. ___
   g) No. chaperones _____
   h) Area for bus parking _____
   i) Travel directions _____

      _____
9. Additional Comments _____

   _____

   _____

Exploration Experience 9-10

Career exploration experiences will need to make full use of community and school resources. These experiences need to be designed to allow maximum opportunity for students actually to participate in career areas in which they have identified interests.

Career educators should include the Chamber of Commerce, Rotary Club, National Alliance of Businessmen, and other organizations that can help in coordinating and identifying cooperative experiences in business, industry and the professions.

To provide for personalized experiences, two methods have been commonly used:

1. One-on-one experience where students "shadow" a worker of their career interest.

2. Small group experiences for students of similar career interests. Career survey of students' interest areas should be made by the school staff in cooperation with the guidance department. It is imperative that the educational staff understand the basic goals and concepts of the career exploration program in order to be involved in effective matching of career exploration experiences with students' aptitudes and interests.

COORDINATION

Contacts and arrangements are made for/by students as follows:

1. Through the office of the career exploration coordinator.

2. Initiated by the student with the assistance of the classroom teacher as an advisor.

3. Student interviews with guidance personnel.

4. Students contact business and a follow-up of the arrangements is made by career education personnel.

TRANSPORTATION

A variety of transportation methods are used by schools to transport individual or small groups of students: public transportation, taxi cabs, mini-buses, walking and private cars. Care should be taken to follow approved policy of the local school system regarding transportation and submit requests for permission to leave the school premises during school hours. Other precautions must be observed in regard to labor and OCIAS regulations.

EVALUATION

Evaluation and reporting procedures should be established in order to measure the effectiveness of the experience. Feedback should be provided to staff members, students and personnel at the exploration sites.

CAREER EDUCATION INDEPTH STUDY

Suggested Procedure For Completing A Written Indepth Study of Any One of the U.S.O.E. Career Clusters

1. List at least six career titles found in this cluster:

   1. _____ 2. _____

   3. _____ 4. _____

   5. _____ 6. _____

2. List below all the places you could look for information to study one of these careers.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

3. Write and ask for information from any one of the above sources concerning this career cluster.

4.* Listen to one (1) tape available for this cluster (audio or visual) and prepare a written highlight.

5.* Read one occupational brief in this cluster.

   a. What education or training does this career require?

   b. What is the entry level of employment?

   c. List the high school courses you most likely would need for this career.

   d. Describe the working conditions of this career. (Is it inside or outside? Is it dangerous? Is it cold or dirty work? How many hours are worked each week? Is the career physically tiring? Are the working hours regular? Will you be working with people or alone? How do you have to dress on the job?)

6. Complete a <u>hands-on experience</u> in this career cluster.

Note: *Do either 4 or 5 (your choice).
(To help you complete this task, check career education office for information and resources.)

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GRENDON HIGH SCHOOL
4063 REBERT PIKE
SPRINGFIELD, OHIO

325-7343

STUDENT'S NAME _____ GRADE _____

DATE OF HANDS-ON _____ FROM _____ TO _____
(Time of Day)

ON JOB EXPERIENCE AT _____
(Company Name)

PERSON TO WHOM STUDENT REPORTS _____

PHONE NUMBER OF PERSON _____

TRANSPORTATION OF STUDENT _____

DIRECTIONS: For each hands-on experience, the student should follow this procedure:

a. Discuss the hands-on project with a sponsoring teacher.
b. Pick up the form from the career education office.
c. Call the company to make arrangements for hands-on.
d. Have your sponsoring teacher and subject matter teachers give you the assignment you will miss in their class; then have them sign the form.
e. Return the form to the career education office for approval and scheduling of the excused absence. This must be done two (2) days before the hands-on date.
f. Pick up the signed form. Take it with you to the company.
g. Have the company complete section **.
h. Complete the Job Analysis Form on the back.
i. Return the form to the career education office the following morning before school.

English _____ Science _____

Social Studies _____ Vocational Ed. _____

Mathematics _____ Other _____

H. & P.E. _____ Other _____

****

CAREER EDUCATION OFFICE ONLY

STUDENT _____ EXCUSED DATE _____

TIME _____ _____
From To

EXCUSED _____
(Signature) (Title)

****

**COMPANY PERSON WHO SUPERVISED THIS HANDS-ON PLEASE FILL OUT THE FORM (***) ON BACK OF THIS PAGE.

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*** COMPANY USE ONLY

STUDENT NAME _____

TYPES OF HANDS-ON EXPERIENCES _____

DATE _____ TIME IN _____ TIME OUT _____

SIGNATURE OF SUPERVISING PERSON _____

****

JOB ANALYSIS FORM

1. Job title _____
2. Where performed? (company or agency) _____
3. What specific thing does the job accomplish? _____
4. What is the educational level needed for this occupation? _____
5. What specific vocational training is needed for this job? _____

_____

6. What entry level job will lead to this job? _____
7. Are special tools needed in this occupation? _____
8. What, if any, are the hazards of this job? _____
9. What are the special physical demands of the job? (lifting, walking, standing, reaching) _____
10. Do you work inside, outside or at a desk? _____
11. In which industry or service is your occupation classified? _____
12. What is the job availability in this field? _____
13. Will this job be available for the next five years ____ ten years ____?
14. What, in your opinion, is the reason for most people changing from this field?

_____

15. What are the inconveniences or drawbacks in this field? _____
16. Why is this job better than many other jobs? _____
17. Can you tell me any other information or offer any advice that should be considered before choosing this field as a career? _____

_____

18-19-20. Students' personal questions.

EDUCATION TELEVISION CORPORATIONS

Central Ohio Educational Television Foundation, Inc. 614-421-2540
John D. Metzger, Director, Field Services
2400 Olentangy River Road, Columbus, Ohio 43210
Portsmouth, WPBO, Ch. 42; Columbus, WOSU, Ch. 34;
Newark, WGSF, Ch. 31

Educational Television Association of Metropolitan Cleveland 216-398-2800
Dr. Alan R. Stephenson, Assistant Manager
4300 Brookpark Road, Cleveland, Ohio 44134
Cleveland, WVIZ, Ch. 25

Educational Television for Southeastern Ohio, Inc. 614-593-6572
Fred Harner, General Manager
4 1/2 West State Street, Athens, Ohio 45701
Athens, WOUB, Ch. 20; Cambridge, WOUC, Ch. 44

The Greater Cincinnati Television Education Foundation 513-381-4033
Mrs. Marjorie McKinney, Director of Instructional Television
2222 Chickasaw Street, Cincinnati, Ohio 45219
Cincinnati, WCET, Ch. 48

Greater Toledo Educational Television Foundation 419-255-3330
415 North St. Clair, Toledo, Ohio 43604
Toledo, WGTE, Ch. 30

Northeastern Educational Television of Ohio, Inc. 216-678-1656
J. Ronald Barron, Instructional Television Coordinator
1640 Franklin Avenue, Kent, Ohio 44240
Salem, WNEO, Ch. 45

Northwest Ohio Educational Television Foundation 419-372-0121
Mrs. Margaret Tucker, Director of In-School Television
Bowling Green State University, Bowling Green, Ohio 43402
Bowling Green, WBGU, Ch. 57

Southwestern Ohio Instructional Television Association 513-529-5327
Robert Wood, General Manager
Miami University, Oxford, Ohio 45056
Dayton, WOET, Ch. 16; Oxford, WMUB, Ch. 14

CAREER EDUCATION

EXPLORATION: STUDENT OUTLINE/EVALUATION

Field trip to _____ Date _____

Student _____ Subject _____

Career explored: _____

This outline contains the basic information you should get from this visit. You should use this outline as a guide and fill it out during this visit.

Name of company representative _____

Position in company _____

1. What schooling is necessary to enter this career? _____

   _____

2. Is on-the-job training required? _____

3. Is further schooling necessary to continue working in this job? _____

   _____

4. Where can I go from here, if necessary, based on experience that this job gives me? _____

5. What special physical requirements are necessary to get this job?

   _____

6. General salary? _____

7. Opportunity for promotion? _____

8. Require travel? _____

9. How do you get a job in this field? _____

10. What do you like about this career? _____

11. What do you dislike about this career? _____

Use this space for information you particularly want to know and for comments.

VI. ADVISORY COMMITTEES

All educational systems exist by permission of the society to serve its multiple needs. In order for career education of any educational program to be sensitive to the needs and desires of the community, it is appropriate to seek guidance and counsel from community members. We are engaged in the process of preparing youth to enter the labor force and community life. Therefore, we must become especially responsive to the needs of all facets of the community, including business and industry, government, parents and students.

The use of advisory committees provides a sounding board for ideas and an awareness of the changing needs of the community.

The advisory committee should link the school and all phases of community life. It should assist in program evaluation, assessment of needs, establishment of standards and establishment of communications among all groups involved.

Composition:

The membership of the advisory committee may vary. Selection of committee members for each component should be based on several considerations:

1. Committee members should be representative of various facets of the community; i.e., labor, business and industry, service organizations, government, parents and students.

2. Committee members may possess resources which can be utilized by different components of the career program; i.e., possible field experience sites, hands-on locations, career consultants, classroom workshops and staff inservice.

3. Committee members may be persons of special influence in the community; i.e., president of the Chamber of Commerce, legislature.

4. Size of group must be relatively small (15-20 maximum) for effective communication.

Possible Functions:

The function of the advisory committee should be that which best suits current needs. This does indeed indicate that the function will change as needs change.

1. Advisory committees are used to help initiate, develop and expand the program. They can offer valuable input in the direction and operation of the program.

2. Advisory committees can assist in the development, planning and evaluation of curriculum for career education. Members of these committees who are serving on curriculum committees are making valuable suggestions as to relevance and appropriateness of materials and appropriate activities within the curriculum.

3. Advisory committees, when given an opportunity to consider instructional equipment and supplies, are a gold mine of free and inexpensive items such as cash registers, scrap metal or wood, paper products, sand, and samples of products of all kinds, masonry tools and equipment, electrical equipment, lights and lighting and public address systems. Anything needed which is non-budgetary or extra-budgetary might be secured on a borrow-gift arrangement by the advisory committee.

4. There are times when space might be needed for some career activity. The advisory committee may have access to lodge meeting rooms or other open space which a class could use for cleaning for a small fee. Under this category include space for a student to work. "Hands-on" sites which could not otherwise be secured might be available through the efforts of the committee.

5. Advisory committees can be used effectively in placing students in work experience occupations, and they can assist with follow-up activities of current and past students. They can also assist in locating part-time employment for youth as well as providing a broad overview of employment opportunities in the area.

6. The advisory committee should be able to provide public relation activities and accurate career education information within the community.

7. The advisory committee will have limited ability to assist with fiscal matters. They may provide information as to the areas needing additional funds.

8. Advisory committees can be exceptionally active in youth organizations. They may have special skills in areas such as photography, parliamentary procedure, flying or arts and crafts. Any special skill probably can be incorporated within a youth organization. Supervision of students and access to special sites might also be secured through the efforts of advisory committee members.

The success of the advisory committee will depend upon the assignments given, the leadership developed, and the frequency of the meetings. There is little purpose in an advisory committee which meets only once. Four to six meetings a year should be adequate. The more involved the committee is, the fewer formal meetings will be required. It may be advisable to have state career education supervisors participate in inservice workshops to develop the skills and knowledge necessary for the establishment, organization, and operation of local career education advisory committees. Local directors must delineate their own needs and serve as the initiator of all activities.

VII. ASSESSMENT/EVALUATION

A basic assumption is that career education is needed. A needs assessment is necessary at different points of development to give direction to career education efforts.

A number one priority concerning evaluation is that the process be developmental and ongoing, and that it deal with accountability as a cooperative effort for incremental improvement.

The evaluation plan should address itself to developing methods to measure how the infusion of career education concepts can improve basic skills of reading, writing and computing.

The evaluation process should address itself to both product and process. It is recommended that initial meetings with third-party evaluators be devoted to a study of the objectives of the total program. Objectives as written in the proposal may need to be restated in more specific terms to determine a clear understanding of what is to be evaluated.

After the objectives are stated in measurable terms, the design or selection of instrumentation needs to take place. It is important that the development of items for measuring success in career education be ongoing. Analysis of items that discriminate favorable for career education students should be documented and others should be revised or discarded. Through this process, banks of items can be developed and utilized in many different settings.

Considerations When Preparing Plans for Evaluation

1. Contact a person or concern to perform the evaluation that the administration of the program can work with.

2. Establish criteria and a time line upon which various tasks will will be completed.

3. Study objectives and goals with evaluator and establish a common language.

4. Prepare for a longitudinal evaluation.

5. Develop, secure or revise instrumentation for process and product evaluation.

6. Plan for identifying and scheduling the involvement of a control group, so staff are aware of dates and time element.

7. Plan for printing of test booklets, answer sheets, scoring and computer time.

8. Set dates and prepare staff in the experimental sites for pre-testing and post-testing.

9. Establish plans for dissemination and interpretation of results to staff, administration, board of education and community.

10. Study results and develop plans to establish priorities and plan strategies to improve implementation of the program.

VIII. STATE DEPARTMENT POLICIES AND MEMOS

Included in this section is a copy of the criteria and guidelines for submitting proposals and a copy of the guidelines for preparing the final report.

Please use this section of the handbook for filing copies of memos and instructions from the state department.

TO: Superintendents of Vocational Education Planning Districts

FROM: Byrl R. Shoemaker, Director of Vocational Education

SUBJECT: Request for Career Development Project Proposals

It is recognized that the career motivation, orientation, and exploration programs are important and needed in Ohio and the nation. Therefore, we plan to continue the Career Development K-10 programs in Ohio during FY76 in accordance with the guidelines in the attached materials. Please note that first consideration will be given those applications from districts which have adequate vocational education programs and can make a commitment in one attendance district (K-10). The approval of additional districts or attendance units in districts now providing career development will depend upon increased funding from state or federal sources. The legislative program of the State Board of Education includes a request for additional funds, but there are no assurances that such funds will be provided.

Priorities will be established as outlined below for those meeting the criteria and on the basis of the receipt date in Columbus for proposals within the priority groups:

1. Existing CADDET projects which are operating successfully in accordance with project guidelines will be approved to continue within that vocational planning district to the extent of available funds.

2. Vocational education planning districts without a career development project in any of the participating districts with vocational facilities completed in accordance with the plan approved by the State Board of Education may be approved for one set of programs (K-6, 7-8, 9-10) in a high school attendance district to the extent of available funds. Comprehensive vocational education programs must be available to all students to provide students the opportunity for training after an occupational choice has been made.

3. If funds still are available, VEPD's without a career development project and opening new facilities in FY76 may be approved for one attendance district project.

4. Other independent projects may be submitted but can be reviewed only if funds have been used in the above priorities.

Proposals must be documented and evaluated. The project approach is being used to make approvals within the existing funds. Please review and share the attached documents with the superintendents and administrators in the VEPD. If a district in your VEPD desires to submit a proposal, please do so no later than April 1, 1975. Information is given in the criteria to assist in the development of a project. If a district in your planning area desires to submit a proposal, please assist them with their proposal.

Thank you for assisting us to further the Career Development Program in Ohio and providing improved educational opportunities to our Ohio youth.

Ohio Department of Education
Division of Vocational Education
Room 903, State Office Building
65 South Front Street
Columbus, Ohio 43215

OHIO CAREER DEVELOPMENT PROGRAM

GUIDELINES FOR SUBMISSION OF PROPOSAL BY LOCAL SCHOOLS
(Criteria for FY1976)

I. DEFINITION

Career education is a program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

In Ohio, the Career Development Program is that part of the total Career Continuum Program designated K-10, including career motivation for K-6, career orientation for 7-8, and career exploration for 9-10. These programs prepare the student to make choices for vocational education or preprofessional education in grades 11-12 (or age 16).

II. STATEMENT OF PURPOSE

These particular guidelines establish the format and content of all proposals connected with the Career Development Program to be funded and supervised by the Division of Vocational Education in grades K-10.

The philosophy of this program, expanded with specific guidelines, is to involve all students in grades K-10 in one or more attendance areas of a school district. The attendance area of a school district includes one high school with all of its feeder schools (elementary and junior high and middle schools).

III. PROPOSAL SUBMISSION

The program proposals will follow these guidelines set out by the Division of Vocational Education's Career Development Service.

A district must have a current vocational education program in operation and a complete, comprehensive program planned for 1976 in accordance with its VEPD plan submitted April, 1974.

A panel will review the proposals if all criteria are met and requests exceed budget of the division.

Proposals for the next fiscal year starting July 1 shall be submitted to the Division of Vocational Education no later than April 1, 1975.

A proposal will consist of 15 copies of not more than 15 pages (8 1/2 x 11 white paper).

Standard cover page	(See Appendix A)
One-page abstract	
Narrative	(No more than 10 pages)
Personnel and facilities	
Budget	(See Appendix B)
Appended items including assurance	(See Appendix C)

A. ABSTRACT

The abstract occupies a single page, identifies the proposal and concisely and simply summarizes the contents of the proposal. The abstract is limited to 200 words and has five parts with sub-titles.

1. Statement of problem

2. Statement of objectives

3. Description of activities

4. Techniques of evaluation of objectives

5. Contribution to education

B. NARRATIVE

The narrative shall be broken down into various components as follows:

1. Statement of Problem

It is recognized that career development programs are important and needed in Ohio and the nation. However, if an educational program at the local level is to be successful, it must be based on the assessed needs of the student population. Therefore, this section should include reference to the following:

a. An inventory of the current status of career development efforts in the attendance area in relation to the desired outcomes for the students.

b. Program planning team and activities. To insure a career development program that is sensitive to the needs of a total school community, the inclusion of key individuals

in the proposal preparation is essential. School administration, guidance and curriculum personnel as well as students, teachers, parents and community personnel should be involved in program planning at the outset.

c. Listing of each school in the attendance area and number of pupils in that building by grade level. (Note: An auxiliary statistical report, VE-21, will be required when program is in operation.)

2. Listing of Program Objectives (not more than three per component)

a. List the objectives for each of the three program components (career motivation, career orientation, and career exploration).

b. The program objectives should be kept to no more than three per component. Each objective should lead to measurable behavioral outcomes for students (product evaluation) and staff (process evaluation) which should be utilized in the formulation of the evaluation reports.

c. Each activity component must involve all students and staff in the attendance area listed and covered in the proposal.

d. There must be an experience base planned for all programs.

e. The program must be centered in the curriculum with existing teachers.

3. Description of Program Activities

This section will show the breakout of each of the program components plus coordination, administration and dissemination. Criteria to be observed in planning and writing this section for operational purposes are as follows:

a. Career Motivation K-6

Career motivation has the purpose of developing in students an awareness and appreciation of the world of work and the motivation to want to participate in the world of work. Procedures will give each student exposure to and experiences with the world of work and

will assist them in gaining a better understanding of themselves and of work as a part of life and of their importance in our technological society.

(1) Parent and Community Involvement

Parent and community involvement is essential and leads to improved community and school relations. A local advisory committee should be used for the CMP component composed of:

(a) Parents
(b) Teachers
(c) Other community representatives

(2) Program Description

This section will include a plan of activities, including all K-6 students in the attendance area shoools, showing logical progression in each grade level and to the next higher level. Description should show the use of materials, equipment and tools within the classroom to provide the experience-oriented approach to learning about work; excursions and field trips; and interviews with people of various occupations. Individual and group activities related to work can be simulated; for example, a miniature company can be organized to produce some product to learn business operation and the interaction of self and others in various work environments.

The K-6 curriculum must be designed to incorporate activities related to each of the following seven developmental areas:

(a) Individual and environment
(b) Economics
(c) World of work
(d) Education and training
(e) Employability and work adjustment skills
(f) Decision-making
(g) Self

(3) Time Schedules

Time schedules shall show the minimum use of 270 clock hours per year in the grades 1-6; and 135 clock hours in kindergarten per year. These

activities should be integrated and incorporated within the curricular areas.

b. Career Orientation 7-8

Career orientation is designed to provide all students with observational and activity-centered experiences relative to career opportunities. The business, industrial and professional communities must serve as the laboratory for career orientation through field trips, use of vocational and technical education facilities, speakers, films and other orientation approaches. All facets of the curriculum must be involved.

(1) Community Involvement

As in the other career development components, advisory committees should be organized to assist in this early adolescent level program in grades 7-8. Their use is similar to that in the career motivation program, but more relationship with parents and employers in terms of observation and orientation time off campus is expected.

(2) Program Description

Career orientation is considered integral in the school curriculum and includes all students in grades 7-8 in the attendance area schools. Teachers continue teaching content, but with experience-centered methodology and with career orientation emphasis. The seven developmental areas utilized at K-6 will continue to be emphasized at grades 7-8. In addition, teachers cover the following 15 clusters of occupations:

(a) Agri-business and natural resources
(b) Business and office
(c) Communications and media
(d) Consumer and homemaking
(e) Construction
(f) Environment
(g) Fine arts and humanities
(h) Health
(i) Hospitality and recreation
(j) Manufacturing
(k) Marine science

(l) Marketing and distribution
(m) Personal services
(n) Public service
(o) Transportation

Within the two-year program, activities and experiences would include all levels of employment--unskilled, skilled, managerial, technical and professional. Each student must spend time in each of the 15 areas. English teachers could provide experiences in communication and media, industrial arts teachers in construction and manufacturing, social studies teachers in personal services and public service occupations, business teachers may introduce the business and office occupations, or an interdiscipline approach could utilize a combination of disciplinary and cluster involvement. Existing facilities of industrial arts, science, business and vocational education should be used for demonstration and observation areas. The community, however, must be used as a laboratory for the observation of occupations.

Concurrent with curriculum-based career orientation experiences, planned guidance activities which enable students to gain an awareness of their own interests, abilities and achievements in relation to career opportunities should be an integral part of the program. Two viable guidance tools are the Interest Check List (grade 7) and the Ohio Vocational Interest Survey (grade 8), which are available from the Ohio Division of Guidance and Testing.

(3) Time Schedules

Time schedules shall show a minimum of 540 clock hours (270 average per year) in two years for all grades 7-8 students.

As in career motivation, the activities should be incorporated within the existing curriculum. Because of the value of community experiences, a fixed time schedule must contain flexibility.

a. Career Exploration 9-10

Career exploration is an experience-centered program that takes the next step in the career development series by

adding actual and simulated experiences in the occupations or occupational facilities that have been selected by the student. The CEP component is offered to all grades 9-10 students or all 14-15 year olds who are not in an Occupational Work Adjustment program and will provide exploration of at least three or more occupational areas with on-the-job experience in business and industry. Two resources for identifying occupational areas are the taxonomies listed in Standard Terminology for Curriculum and Instruction in Local and State School Systems and the occupational group arrangement of the Dictionary of Occupational Titles. In-school laboratories, area vocational and technical centers, business, industrial and professional settings are brought into use. The interest of the individual is the basic focus of the component.

(1) Community Involvement

This should include advisory committees similar to those described before, but emphasis is now aimed at obtaining hands-on experiences for students in exploring occupations of their choosing. Employers become the key on these committees, but inclusion of parent, student, principal, counselor and teacher is also indicated. Expanding school experiences to include the employment community is the focus. Making wise choices in vocational or pre-professional education is the major goal of this component.

(2) Program Description

This program should be operated on a flexible schedule which permits all grades 9-10 students in the attendance area schools to explore individually, or in small groups, occupations of their choice. Cooperation with other school districts to bring this about is desirable under Ohio's existing school system. Program may include hands-on exploration in school laboratories, on the job and in classrooms. These laboratories may be at any location or designated area including industrial arts, business, home economics, vocational education, science, physical education, art and in the business, industrial and professional communities. Classroom activities continue to focus on the seven developmental areas established in the K-6 and 7-8 components. Programs will provide experiences for all grades 9-10 students in occupational clusters established in the 7-8 component.

Guidance activities at this program level center around assisting students to appraise their individual aptitudes in relation to the occupational areas of interest. Planned individual and group guidance activities in which interest and aptitude result are interpreted to students are a necessity. The Ohio Division of Guidance and Testing offers interest and aptitude assessment programs and consultive assistance in the guidance phase of the program.

One recommended form of implementing student activities is to plan community experience units (with or without pay). The students are trained in the process of making job analyses which they use in studying their three occupational areas. This implies heavy community involvement and the need for coordination with the business community.

(3) Time Schedules

Time schedules shall include a minimum of 270 clock hours of instruction during the two-year period (average of 135 hours per year) in an acceptable pattern of scheduling and documenting. Classroom instruction makes up a portion of this time. On-the-job experiences (paid or nonpaid) are expected. The experiences do not have to be during school hours but could be after school, on week-ends, in summer and at other times, as long as they are related to the choices made by the students. Time in test administration and student interpretation related to career development is to include GATB (grade 9) and OVIS (grade 10) testing and analysis or comparable testing and analysis. One key documentation point is the combined analysis of the OVIS-GATB package which is available from the Ohio Division of Guidance and Testing.

d. Program Coordination

Program coordination is that component of the career development program that requires time for scheduling, procurement of materials and supplies, developing and conducting inservice activities for staff and supplementing the counseling function. Additional costs of testing, reporting and evaluative services will need coordination and time allowances.

(1) Inservice Education

Inservice education for all local staff is required for each project. In order to implement career development activities and experiences effectively, staff members require additional training. This activity will increase in dimension and costs to the school district. In submitting a proposal, it is required that detailed procedures be outlined which will provide experiences for all staff members.

(2) Curriculum Development

In order to achieve the desired change in the existing curriculum, deliberate efforts must be made to aid teachers in rewriting or refocusing their lesson plans and activities. All efforts in developing curriculum should involve classroom teachers and must include goals, objectives, activities and evaluation procedures appropriate to the component level. Reference should be made to the curriculum guides available from the Career Development Service. In addition, any system-wide curriculum development efforts should include program personnel to insure that career development concepts are integrated within the new curriculum. Cooperative planning efforts and open lines of communication are essential to assure attainment of program objectives and avoid unnecessary duplication of effort.

(3) Career Guidance Activities

The involvement of the school guidance personnel in the total career development program is essential. It is required that each program proposal indicate plans for career guidance whereby individual and group career guidance activities for students are provided.

e. Program Administration

The career development program will be under the administration of a program director. This person must have direct administration input and control and be able to move across the curriculum levels freely within the existing structure. The director should be employed on a full-time basis and should have no other administrative responsibilities. Component coordinators will also be employed as identified and needed. It is expected that

in smaller systems this may be a prorated or shared cost. Program administrators will be required to attend various state program development meetings throughout the year, and planning for this should be made accordingly.

f. Program Dissemination

Personnel funded through the program shall have a responsibility to disseminate information and materials developed to the Career Development Service and all other funded career development programs throughout the State of Ohio. Program personnel will provide inservice education to other funded career development programs in Ohio and to nonprofit schools within their attendance district. In these situations, program staff will receive only reimbursement or expenses from the requesting program, week-ends and vacation periods excepted.

Program staff may also be requested to provide information and services to nonprogram districts. Program districts are encouraged to capitalize on this additional opportunity to disseminate information regarding the career development program. However, any costs incurred should be assumed by the requesting district.

4. Techniques of Evaluation

This component will establish the process by which the objectives of the program will be evaluated and indicate the personnel responsible for the implementation of the evaluation process. A simple method of statistical evaluative comparisons is recommended rather than lengthy narrative. It is strongly recommended that third-party evaluation be made.

5. Contribution to Education

This portion of the proposal should indicate the district's appraisal of the effect this program will have upon all education in the district, including teacher education programs and the attitudes of teachers, parents and community groups.

C. PERSONNEL

Three levels of budgeted personnel are involved in the career development programs in Ohio. Excluded are teachers and counselors, since the total program is designed to assist staff in making the conversion. Personnel are usually identified and listed in each of the career development activities in administrative duties for coordination and administration of the program.

1. Directors and coordinators of the programs shall meet the standards for certification at the curriculum levels they will be coordinating (K-6, 7-8, 9-10) and shall be qualified for and have experience in vocational education, vocational guidance, industrial arts or other educational fields. They must have documented qualifications that include a background of work experience outside of education.

2. Nonprofessional staff members such as clerical personnel and teacher aides who are directly involved in the career development program comprise the second level of budgeted personnel.

3. Off-campus personnel in business and industry who might be involved in the field trips, on-the-job supervision and coordination of orientation and exploration activities in business would make up the third level.

D. PROGRAM AND FISCAL MANAGEMENT

Sound program decisions must be based on sound fiscal planning and management procedures. Therefore, deliberate fiscal planning must take place prior to program approval as well as throughout the year. This section includes information regarding the procedures for establishing and managing the financial component of the program.

1. Program and Budget Approval and Reimbursement Procedures

A schedule of activities and required reports is listed below to aid in the planning and management of the project.

a. Proposal—15 copies of the program proposal and budget (Appendix B) due April 1, 1975.

b. Preliminary program approval — Programs will be approved based on the availability of funds and the adherence to program criteria as stated in these guidelines.

c. Final program approval and advance funding—Upon notification of final approval, the district will then proceed with the following requirements:

(1) Make program or budget amendments requested by the Career Development Service.

(2) Prepare and submit an itemized budget and agreement.

(3) Prepare and submit OVEP-3 form for approval of equipment purchases.

(4) Payment will be made in three payments.

d. VE-15--New personnel report after program starts.

e. VE-11--Report due October 15, 1975, of opening student enrollment and number of staff in the project attendance areas.

f. Budget revisions--If budget plans require a change in excess of 10% of the agreed budget category of a component, a request for budget revision must be made to the Career Development Service. The request must include a justification of the required change, portions of the itemized budget to be changed and a revised agreement. Budget revisions may be made mid-year and by April 1, 1976.

g. Program revisions--If program objectives require a change which will substantially alter the scope of a component of the project, revision must be requested in writing to the Career Development Service.

h. End-of-the-year report--This report is based on the evaluation of the program objectives and will be due June 30, 1976.

i. VE-11--Report due June 30, 1976, of closing student enrollments and racial data.

j. Affidavit--Due June 30, 1976. Completed by component for reimbursement of final funds. Include copies of invoices of equipment purchased with a copy of the OVEP-1 approved form.

To be submitted with the affidavit:

A report showing how expenditures for personnel cost correlate with submitted VE-15 and the description of inservice activities by component.

A report showing supply expenditures by building.

A report by component showing expenditures for space, equipment rental and transportation cost for students.

A report showing expenditure for local and out-of-state travel for personnel.

2. Reimbursement Rates

Present rates of budget approval are on a maximum allowance based on level of program as indicated on the budget form and the number of students served in each component.

Career Motivation Program	$20 per student allowance
Career Orientation Program	$25 per student allowance
Career Exploration Program	$30 per student allowance

Vocational planning districts which have a single attendance district funded for three years or more are eligible to submit a proposal for an additional attendance district. The level of funding requested should be adequate to expand the program and provide sufficient coordination and inservice. The request can not exceed the maximum allowance stated above, but may be less. Additional attendance districts will be funded to the extent that funds are available.

3. Budget Categories

The budget form as shown in Appendix B breaks down the costs by normal program classifications in relationship to each of the three levels of instruction (K-6, 7-8, 9-12). Items approvable must be unique to the needs of the program and include but are not limited to:

a. Personnel Costs

(1) Inservice training salary allowances to teachers at each of the three instructional levels. (If payments to teachers for inservice are not salary allowances, then categorize under g. Other.)

(2) Salaries for project administrators and coordinators.

b. Fringe Benefits

(1) Retirement, workmen's compensation, health insurance on salaries above.

c. Travel Costs

(1) Out-of-town travel expenses such as mileage, lodging and meals for administrative and coordinative personnel.

d. Instructional Equipment

(1) Only that equipment for career education used in the classroom by and for students may be purchased under

this item. Equipment purchases must be cleared by an additional budget request (DVEP-3). No equipment under $25 per unit will be approved; each item of equipment will be state inventoried.

e. Supplies

(1) Instructional materials and supplies for programs.

(2) Materials and supplies for program administration, coordination, testing and dissemination.

f. Contractual

(1) Subcontracted services for third-party evaluation.

(2) Expenditures for outside duplication, reproduction and other procurement contracts.

g. Other

(1) All direct costs not clearly covered by categories (a) through (f). Examples are:

non-salary and wage payments to teachers for inservice training and curriculum development.

expenditures for career development consultants.

space and equipment rental.

transportation costs for students at each of the three instructional levels.

local transportation costs for program administrators and coordinators.

sustenance and service costs.

All costs must be supplemental and may not supplant present costs. These additional costs may be other than identified above but will have to be submitted for approval to the Division of Vocational Education. Inservice training costs may include payment to the teacher, materials, consultants and other identified expenses, but payment cannot be made to program personnel for conducting inservice. Provision for these services should be included in the contractual agreement between the personnel and the local board of education.

local educational agencies will establish a separate ledger account of funds made available under the Ohio Career Development Program. The separate account will insure that career development funds will not be commingled with state or local funds so as to lose their identity.

Existing counseling costs and locally funded inservice activities for career education may be used for the 10% overall matching required under present federal exemplary projects in Ohio.

V. STATE PERSONNEL

The following personnel are available for your assistance in the State Department of Education, Division of Vocational Education:

Career Continuum Program Coordination:	Jack D. Ford James O'Connor Room 903 614: 466-5718 or 614: 466-5775
Guidance Services:	Irene Bandy Dr. Gene Kohli Dr. Charles Weaver Room 1005 614: 466-4590
Address general inquiries to:	State Department of Education Division of Vocational Education Room 903, State Office Building 65 South Front Street Columbus, Ohio 43215

APPENDIX A

Cover Page

Title of Program:	(Be concise, avoid obscure technical terms.)
Applicant Organization:	(Name of college or university, state agency, school district or other unit which will have major commitment for the project or program.)
Initiator: (principal investigator)	(Signature; full name of the person who will have responsibility for development of the program; position; telephone area code, number and extension.)
Program Director: (if different from initiator)	(Signature; full name of person who will be in charge of program; position; telephone area code, number and extension.)
Transmitted by:	(Signature; full name and position of official committing the applicant organization or cooperating institution, agency or school district to the program, telephone area code, number and extension.)
Duration of Activity:	(Proposed beginning and ending dates.)
Purpose of Grant or Contract:	(Specify the purpose of the contract or grant.)
Use of Funds:	(Designate the use to which funds will be applied.)
Total State Funds Requested:	

APPENDIX B

Budget for Career Development Program
Period Covered: July 1, 1974 to June 30, 1975

Project Components	Career Motivation	Career Orientation	Career Exploration	Total	Local Matching NOT Required
1. Career Motivation K-6					
a. Personnel Costs					
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
h. Other					
2. Career Orientation 7-8					
a. Personnel Costs					
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
h. Other					
3. Career Exploration 9-10					
a. Personnel Costs					
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
h. Other					
4. Program Administration					
a. Personnel Costs					
b. Fringe Benefits					
c. Travel					
e. Supplies					
f. Contractual Third-Party Evaluation					
h. Other					
TOTAL:*					
GRAND TOTAL:					

*Should equal, but not exceed enrollment in each grade level x $20 per K-6 student; $25 per 7-8 student; and $30 per 9-10 student.

APPENDIX C

Assurances

The applicant hereby gives assurance to the Superintendent of Public Instruction that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the offical representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and, in accordance with Title VI of that act, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance

of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business or other ties.

8. It will give the grantor agency or the comptroller general, through any authorized representative, the access to and the right to examine all records, books, papers or documents related to the grant.

9. It will comply with all requirements imposed by the federal grantor agency concerning special requirements or law, program requirements and other administrative requirements approved in accordance with Office of Management and Budget Circular No. A-102.

Signature _____

Position _____